



Content Area: Instrumental Music

Course Title: Band	Grade Level: 8
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Unit Plan 1 Pitch	Pacing Guide 15 Days
Unit Plan 2 Rhythm	Pacing Guide 15 Days
Unit Plan 3 Dynamics and Form	Pacing Guide 15 Days
Unit Plan 4 Texture and Timbre	Pacing Guide 15 Days
Unit Plan 5 Style	Pacing Guide 15 Days
Unit Plan 6 Technical Objectives	Pacing Guide 15 Days
Unit Plan 7 Grade 8 Enrichment Quarter	Pacing Guide 45 Days

Date Created: August 15, 2019

Board Approved on: August 21, 2019



## Unit Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #1 - Pitch - 15 days

Target Course/Grade Level: 8

Unit Summary: Students will be able to play appropriate pitches at all times. Students will tune their instruments using an electronic tuner and will make manual adjustments as needed while playing to remain in tune.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis



of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **21<sup>st</sup> Century Themes:**

Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

Standard 9.2

- Career Awareness, Exploration and Preparation

Standard 9.3

Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

## **Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

## **Technology Standards**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues



related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

## 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

C. Design: The design process is a systematic approach to solving problems.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

## 9.2 Career Awareness, Exploration, and Preparation

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Learning Targets

**1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and**



skills.

	Cumulative Progress Indicator (CPI)
1.1.8.B.1	<p><i>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p><b>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</b></p>
1.1.8.B.2	<p><i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p><b>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</b></p>

**Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

1.2.8.A.1	<p><i>Technological changes have and will continue to substantially influence the development and nature of the arts.</i></p> <p><b>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</b></p>
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<p><b>1.2.8.A.2</b></p>	<p><i>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</i></p> <p><b>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p>
<p><b>1.2.8.A.3</b></p>	<p><i>The arts reflect cultural mores and personal aesthetics throughout the ages.</i></p> <p><b>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</b></p>

**Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand B. Music**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

<p><b>1.3.8.B.1</b></p>	<p><i>Western, non-Western, and avantgarde notation systems have distinctly different characteristics.</i></p> <p><b>Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation.</b></p>
<p><b>1.3.8.B.2</b></p>	<p><i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p><b>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</b></p>



<p><b>1.3.8.B.3</b></p>	<p><i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p><b>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</b></p>
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<p><b>1.3.8.B.4</b></p>	<p><i>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</i></p> <p><b>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</b></p>
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**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

<p>CPI #</p>	<p>Cumulative Progress Indicator (CPI)</p>
<p><b>1.4.8.A.1</b></p>	<p><i>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within</i></p> <p><b>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art historical contexts.</b></p>



<p><b>1.4.8.A.2</b></p>	<p><i>Art may be used for utilitarian and non-utilitarian purposes.</i></p> <p><b>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</b></p>
<p><b>1.4.8.A.3</b></p>	<p><i>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</i></p> <p><b>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p>
<p><b>1.4.8.A.4</b></p>	<p><i>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</i></p> <p><b>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</b></p>
<p><b>1.4.8.A.5</b></p>	<p><i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p><b>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.A.6</b></p>	<p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</b></p>
<p><b>1.4.8.A.7</b></p>	<p><i>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</i></p> <p><b>Analyze the form, function, craftsmanship, and originality of</b></p>



	<i>representative works of dance, music, theatre, and visual art.</i>
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**Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. **Strand B. Critique Methodologies.**

**NOTE:** By the end of grade 8, all students demonstrate **COMPETENCY** in the following content knowledge and skills for their required area of specialization in **DANCE, MUSIC, THEATRE, or VISUAL ART..**

<b>1.4.8.B.1</b>	<p><i>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</i></p> <p><b>Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</b></p>
<b>1.4.8.B.2</b>	<p><i>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</i></p> <p><b>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</b></p>
<b>1.4.8.B.3</b>	<p><i>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</i></p> <p><b>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</b></p>



*Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.*

**Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.**

<p>Unit <u><a href="#">Essential Questions</a></u></p> <ul style="list-style-type: none"> <li>● What are we listening for?</li> <li>● What sounds good? Bad?</li> <li>● What is “out of tune?”</li> <li>● How do we improve our sound?</li> <li>● How do I produce tone on my instrument?</li> <li>● How do I manipulate my sound to change it?</li> <li>● What standard varieties of sounds can I create on my instrument?</li> </ul>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Listening is the essential musical experience (hearing needs to be protected).</li> <li>● Listening and thinking critically are essential musical skills. imaginative and creative process.</li> <li>● Musicians must be prepared and responsible for assessment and public performance, both during and outside of school hours.</li> </ul>
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ul style="list-style-type: none"> <li>● The effect of length of instrument on pitch.</li> <li>● Tuning slides, mouthpiece adjustments.</li> <li>● Read the electronic tuner and adjust accordingly.</li> <li>● Coordinate the sounds of “flat” and “sharp” with the visual provided by the tuner.</li> <li>● Sharps, flats, naturals, double sharps and double flats all serve to alter the pitch by sequential half steps and whole steps.</li> <li>● Identifying and following key signatures.</li> <li>● Recognize major and minor tonalities.</li> <li>● Identify scales as being major, minor, chromatic, whole tone, etc.</li> </ul>	<p>Unit Objectives <i>Students will be able to...</i></p> <p><b>Melody and Ear Training (Winds) (Cumulative by grade):</b></p> <ul style="list-style-type: none"> <li>Grade Five: exercises (etudes), band literature, scales, and simple duets in the keys of concert Bb, F,; starting dynamics, Bb and F concert scales from memory (one octave); tongue, tie and slur articulations.</li> <li>Grade Six: exercises, (etudes), band literature, scales and simple duets in the keys of concert Bb, F, Eb, and C; continue dynamics and tone production; Bb, Eb, and F concert scales from sight reading of level (1) literature, memory (two octaves); perform level (1) rhythms; introduce staccato articulation.</li> </ul>



- Sing short tonal patterns by ear, both vocally and with the Instrument.
- Improvise ascending and descending pitch patterns as suggested or from aural examples.

Grade Seven: exercises (etudes), band literature, scales, duets, and trios in the keys of concert Bb, F, Eb, C, and Ab Major and f, c, d, and g minor; introduced to alternate fingerings, sight reading of level (1, 2) literature, scales from memory in two octaves up to two sharps and two flats, chromatic scale (one octave), perform level (1, 2) rhythms; continue dynamics, tone production and articulation (legato, staccato tenuto, accents, simile).

Grade Eight: exercises (etudes), band literature, scales, duets and trios in the keys of concert Bb, F, Eb, C, Ab, and G Major and g, d, c, e, and a minor; scales from memory in two octaves up to three sharps and three flats and a one octave chromatic scale; dynamics levels of pp to ff; articulation of a given piece of music with a reasonable amount of accuracy; sight reading of level (1,2,3) literature.

## Evidence of Learning

**Formative Assessments:** Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.

**Summative Assessments:** Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.

**Benchmark Assessments:** Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

**Alternative Assessments:** Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

**Suggested Differentiation:** Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high



aesthetic value.

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class's performance and then students' recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information



Students with 504's:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

## Unit Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #2 - Rhythm - 15 days

Target Course/Grade Level: 8

Unit Summary:

- Students will perform various rhythms in various meters.
- The students will be able to differentiate between slurs and ties.
- The students will be able to describe the function of the tie in increasing the duration of a sound.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:



NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **21<sup>st</sup> Century Themes:**

### Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

### Standard 9.2

- Career Awareness, Exploration and Preparation

### Standard 9.3

#### Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

## **Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.



CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### **Technology Standards**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

C. Design: The design process is a systematic approach to solving problems.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

9.2 Career Awareness, Exploration, and Preparation

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.



9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Learning Targets

**1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

	Cumulative Progress Indicator (CPI)
1.1.8.B.1	<p><i>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p><b>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</b></p>
1.1.8.B.2	<p><i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p><b>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</b></p>



**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**NOTE:** By the end of grade 8, all students demonstrate **COMPETENCY** in the following content knowledge and skills for their required area of specialization in **DANCE, MUSIC, THEATRE, or VISUAL ART.**

<p><b>1.2.8.A.1</b></p>	<p><i>Technological changes have and will continue to substantially influence the development and nature of the arts.</i></p> <p><b>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</b></p>
<p><b>1.2.8.A.2</b></p>	<p><i>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</i></p> <p><b>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p>
<p><b>1.2.8.A.3</b></p>	<p><i>The arts reflect cultural mores and personal aesthetics throughout the ages.</i></p> <p><b>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</b></p>

**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. **Strand B. Music**

**NOTE:** By the end of grade 8, those students choosing **MUSIC** as their required area of specialization demonstrate **COMPETENCY** in the following content knowledge and skills.



<p><b>1.3.8.B.1</b></p>	<p><i>Western, non-Western, and avantgarde notation systems have distinctly different characteristics.</i></p> <p><b>Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation.</b></p>
<p><b>1.3.8.B.2</b></p>	<p><i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p><b>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</b></p>
<p><b>1.3.8.B.3</b></p>	<p><i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p><b>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</b></p>
<p><b>1.3.8.B.4</b></p>	<p><i>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</i></p> <p><b>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</b></p>

**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE,**



**MUSIC, THEATRE, or VISUAL ART.**

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.A.1	<p><i>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within</i></p> <p><b>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art historical contexts.</b></p>
1.4.8.A.2	<p><i>Art may be used for utilitarian and non-utilitarian purposes.</i></p> <p><b>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</b></p>
1.4.8.A.3	<p><i>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</i></p> <p><b>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p>
1.4.8.A.4	<p><i>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</i></p> <p><b>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</b></p>
1.4.8.A.5	<p><i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p><b>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</b></p>



<p><b>1.4.8.A.6</b></p>	<p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</b></p>
<p><b>1.4.8.A.7</b></p>	<p><i>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</i></p> <p><b>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</b></p>

**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand B. Critique Methodologies.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART..**

<p><b>1.4.8.B.1</b></p>	<p><i>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</i></p> <p><b>Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</b></p>
<p><b>1.4.8.B.2</b></p>	<p><i>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</i></p> <p><b>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</b></p>



<p><b>1.4.8.B.3</b></p>	<p><i>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</i></p> <p><b>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</b></p> <p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</b></p>

<p>Unit <u><a href="#">Essential Questions</a></u></p> <ul style="list-style-type: none"> <li>• What are we listening for?</li> <li>• How do we integrate fundamentals into our rehearsals and performances? What is rhythm and meter?</li> <li>• How is rhythm static (unchanging)?</li> <li>• In what way is it flexible/fluid?</li> <li>• How is meter flexible?</li> <li>• How can it change and still convey the same message?</li> <li>• What is the pulse?</li> <li>• What is its source?</li> <li>• Where do I find it?</li> <li>• How do I follow a conductor?</li> </ul>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Listening is the essential musical experience (hearing needs to be protected).</li> <li>• Listening and thinking critically are essential musical skills.</li> <li>• The development of rhythmic skills comprises one of the basic components necessary for the learning and performance of music.</li> </ul>
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ul style="list-style-type: none"> <li>• <i>The effect of length of instrument on pitch. Tuning slides, mouthpiece adjustments.</i></li> </ul>	<p>Unit Objectives <i>Students will be able to...</i></p> <p><b>Rhythm (Winds):</b> tap foot to all exercises to beat, not rhythm; cumulative learning reinforcement at each grade level.</p>



- *Read the electronic tuner and adjust accordingly.*
- *Coordinate the sounds of “flat” and “sharp” with the visual provided by the tuner*
- *Sharps, flats, naturals, double sharps and double flats all serve to alter the pitch by sequential half steps and whole steps.*
- *Key signatures*
- *Recognize major and minor tonalities.*
- *Identify scales as being major, minor, chromatic, whole tone, etc.*
- *Sing short tonal patterns by ear, both vocally and with the instrument.*
- *Improvise ascending and descending pitch patterns as suggested or from aural examples.*

Grade Five: Quarter, half, whole notes and rests, eighth notes/ rests, dotted half, dotted quarter/ eighth notes and rests in 2/4, 3/4, and 4/4 (common) time; begin sixteenth notes.

Range (written): FLU (fl-a2); CLT (cl-c2); SAX (fl-c3); OBO (dl- d2); TPT (cl-c2); TRB (Bb-bb); FHN (cl-c2); BAR (same as TRB); TBA (octave below BAR).

Grade Six: sixteenth note patterns (four sixteenths, eighth/ two Sixteenths, sixteenths/ eighth, dotted two eighth/ sixteenth, syncopation (eighth/ quarter/ eighth), cut time.

Range (written): FLU (cl—c3); CLT (e—g2); SAX (cl-c3); OBO (bb-g2); TPT (g-c2); TRB (Bb-Ebl); FHN (cl-e2); BAR (same as TRB); TBA (octave below BAR)

Grade Seven: eighth note triplets, sixteenth note patterns in 3/8 and 6/8 time. 2/4, 3/4, 4/4, 2/2,

Range (written): FLU (cl—e3); CLT (e—d3); SAX (bb-c3); OBO (bb- d3); TPT (f#-g2); TRB (F-fl); FHN (a-f2); BAR (same as TRB); TBA (octave below BAR).

Grade Eight: all sixteenth note patterns in common time (4/4), rhythms in 2/4, 3/4, 4/4, 2/2, 3/8, 6/8, and some in 5/4 and 5/8 time signatures; eighth and quarter note triplets, dotted eighth/sixteenth and syncopation (eighth/ quarter/ eighth) .

Range (written): FLU (c l—a 3; CLT (e—f3); SAX (bb-f3); OBO (bb-f3); TPT (f#-c3); TRB (Great Bb-bbl); FHN (g-g2);



	<p>BAR (same as TRB); TBA (octave below BAR)</p> <p><b>Rhythm (Percussion):</b> tap foot to all exercises to beat, not rhythm; cumulative learning reinforcement at each grade level.</p> <p>Grade Five: count out loud one and two and, etc., subdivide beat into eighth notes, play upbeat while tapping and counting, play combinations of eighth notes/ rests, sixteenth note combinations. 5/9/13/17 stroke roles; 2/4, 3/4, 4/4 and 2/2 time signatures. Various rhythm patterns (notes and rests) on snare drum: whole, dotted half, half, dotted quarter, quarter, eighth, sixteenth note patterns.</p> <p>Grade Six: flam, paradiddle</p> <p>Grade Seven: double and triple paradiddle, ruffs, ratamaques. Rhythm patterns: eighth rest—eighth note, dotted eighth/ sixteenth, two sixteenths/ eighth rest, eighth rest/ two sixteenths, sixteenth/ eighth/ sixteenth, eighth/ quarter/ eighth (syncopation), eighth note triplets.</p> <p>Grade Eight: all sixteenth note/ rest combinations in common time, and basic rudiments. Rhythms in 2/4, 3/4, 4/4, 2/2, 3/8, 6/8, and some in 5/4 and 5/8 time signatures.</p>
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<b>Evidence of Learning</b>
Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.
Suggested Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.



**Benchmark Assessments:** Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.

**Alternative Assessments:** Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

**Suggested Differentiation:** Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class's performance and then students' recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

**Modifications:** Adjustments will be made in accordance with IEP and 504 Plans.

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges



- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Students with 504's:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

## Unit Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #3 - Dynamics & Form - 15 days

Target Course/Grade Level: 8

Unit Summary:

- Students will demonstrate various dynamic levels and demonstrate knowledge of how the music is assembled (form).
- The student will be able to recognize a musical phrase as a formal component.
- The student will be able to identify themes used to generate whole compositions.
- The student will be able to identify and define formal markings, e.g., repeat signs, first and second endings, da capo, dal segno.
- The student will be able to identify the basic structure of a march employing terms such as first strain, break strain, trio and dogfight.
- The student will be able to trace themes or motifs as they recur in a piece.



Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

#### ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### 21<sup>st</sup> Century Themes:

##### Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

##### Standard 9.2

- Career Awareness, Exploration and Preparation

##### Standard 9.3

##### Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration,



Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

## **Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Technology Standards**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.



B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

C. Design: The design process is a systematic approach to solving problems.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

9.2 Career Awareness, Exploration, and Preparation

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**Learning Targets**

**1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

	Cumulative Progress Indicator (CPI)
1.1.8.B.1	<p><i>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p><b>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</b></p> <p><b>Compositional techniques used in different styles and genres of music</b></p>



	vary according to prescribed sets of rules.
<b>1.1.8.B.2</b>	<p><i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p><b>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</b></p>

**Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

<b>1.2.8.A.1</b>	<p><i>Technological changes have and will continue to substantially influence the development and nature of the arts.</i></p> <p><b>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</b></p>
<b>1.2.8.A.2</b>	<p><i>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</i></p> <p><b>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p>
<b>1.2.8.A.3</b>	<p><i>The arts reflect cultural mores and personal aesthetics throughout the ages.</i></p> <p><b>Analyze the social, historical, and political impact of artists on culture</b></p>



	and the impact of culture on the arts.
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**Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand B. Music**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

<b>1.3.8.B.1</b>	<p><i>Western, non-Western, and avantgarde notation systems have distinctly different characteristics.</i></p> <p><b>Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation.</b></p>
<b>1.3.8.B.2</b>	<p><i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p><b>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</b></p>
<b>1.3.8.B.3</b>	<p><i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p><b>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</b></p>
<b>1.3.8.B.4</b>	<p><i>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres</i></p>



	<p><i>of music.</i></p> <p><b>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</b></p>
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**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

CPI #	Cumulative Progress Indicator (CPI)
<b>1.4.8.A.1</b>	<p><i>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within</i></p> <p><b>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art historical contexts.</b></p>
<b>1.4.8.A.2</b>	<p><i>Art may be used for utilitarian and non-utilitarian purposes.</i></p> <p><b>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</b></p>
<b>1.4.8.A.3</b>	<p><i>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</i></p> <p><b>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p>



<p><b>1.4.8.A.4</b></p>	<p><i>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</i></p> <p><b>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</b></p>
<p><b>1.4.8.A.5</b></p>	<p><i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p><b>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.A.6</b></p>	<p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</b></p>
<p><b>1.4.8.A.7</b></p>	<p><i>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</i></p> <p><b>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</b></p>

**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand B. Critique Methodologies.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART..**



<p><b>1.4.8.B.1</b></p>	<p><i>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</i></p> <p><b>Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</b></p>
<p><b>1.4.8.B.2</b></p>	<p><i>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</i></p> <p><b>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.B.3</b></p>	<p><i>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</i></p> <p><b>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</b></p>

<p>Unit <u><a href="#">Essential Questions</a></u></p> <ul style="list-style-type: none"> <li>● What are we listening for?</li> <li>● What are music fundamentals?</li> <li>● How do we integrate fundamentals into our rehearsals and performances?</li> <li>● How are fundamentals applied to performance?</li> <li>● How much practice time is expected at various levels of instruction?</li> <li>● What specific skills are needed at each level?</li> <li>● What is the student's musical role?</li> <li>● How is that role determined?</li> <li>● When is my part "featured" and when is my part included in the whole?</li> </ul>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Listening is the essential musical experience (hearing needs to be protected).</li> <li>● Listening and thinking critically are essential musical skills..</li> <li>● Music fundamentals (... dynamics, form, phrasing, etc) are important to the study and performance of music.</li> <li>● Knowing how your part fits into the whole is an important life skill.</li> </ul>
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## Unit Objectives

*Through class time, rehearsals, and weekly lessons, students will know...*

- Range of dynamics from pp to ff.
- Change in dynamics – crescendo, decrescendo, diminuendo, etc.
- Sudden dynamics – subito, sfz, etc.
- Call and response, sonata allegro, ABA, binary, strophic, stretto, etc.
- Melodic analysis (micro)
- Analysis of a movement of a piece or a single phrase.
- Melodic analysis (macro)
- Analysis of a complete piece.
- Cadences, repeat signs, da capo.

## Unit Objectives

*Students will be able to...*

### ***Reading and Writing (all: learning process/cumulative reinforcement- spiral curriculum at each grade level)***

Grade Five: reading notes on the staff and ledger lines; concert Bb and F key signatures and their accidentals (notation); pentatonic scale; repeat sign, first and second endings, D.C and D.S. al fine, fermata, coda, divisi, tutti; 2/4, 3/4, and 4/4 time signatures and rhythm patterns/ counting corresponding to grade level proficiency; dynamics (pp, p, mp, mf, f, ff) as well as crescendo, decrescendo; tempo and style (moderato, allegro/ allegretto, andante).

Grade Six: concert Eb and C key signatures and their accidentals (notation); time signatures and rhythm patterns/ counting corresponding to grade level proficiency; tempo and style (vivo/ vivace, largo/ lento, presto); sight reading.

Grade Seven: concert Ab major and f, c, d, and g minor scales and their accidentals (notation) ; general pause; time signatures and rhythm patterns/ counting corresponding to grade level proficiency; sfz and sfp; tempo and style (maestoso, ritardando, a tempo); the difference between melody, harmony and rhythm; basic musical form and phrasing.

Grade Eight: concert G and D Major and their accidentals (notation); chromatic (enharmonic notation) and basic modulation (tonic—dominant); time signatures and rhythm patterns/ counting corresponding to grade level proficiency; tempo and style (accelerando, marcato, metronome markings) .



**Form (all: incorporating basic music reading, writing and rhythm patterns to perform the following which correspond to individual grade level proficiency).**

Grade Five: melody, harmony and rhythm patterns; proper articulation; simple forms (binary— AB, ternary— ABA), medley, arrangements; musical terms of direction in the music, dynamics, musical styles and tempos.

Grade Six: phrasing (breath marks)

Grade Seven: simple forms (suite, theme and variations, round, canon, rondo); phrasing (stagger breathing)

Grade Eight: phrasing— musical sentence concept (Period) recognize patterns in the development of the form.

**Harmony (aural awareness, part of a group)**

Grades Five and Six: duets as per ability level; divisi sections.

Grades Seven and Eight: duet, trio and quartet ensembles as per ability level; solo accompaniment, soli and divisi passages; part/ sectional balance and blend; chordal blend (root, third, fifth, etc.); tone and intonation considerations.

**Listening (Music Appreciation): Baroque, Classical, Romantic and Twentieth Century (modern) time periods of music history.**

Types: band (concert, marching, stage/ jazz)



	<p>and orchestral, musical symphonic, wind ensemble compositions/ arrangements, excerpts.</p> <p>Styles of Music (to be incorporated at all levels): Folk song, pop/ rock, march, jazz/ swing/ blues, patriotic, band and orchestral, overture, waltz, canon, seasonal, chorales/ hymns, multicultural, program/ absolute music, etc.</p> <ul style="list-style-type: none"> <li>• The student will be able to suggest ways in which ensemble balance may be improved.</li> </ul>
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## Evidence of Learning

**Formative Assessments:** Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.

**Suggested Summative Assessments:** Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.

**Benchmark Assessments:** Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.

**Alternative Assessments:** Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

**Suggested Differentiation:** Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class's performance and then students' recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:



1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Students with 504's:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher



Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

## Unit Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #4 - Texture & Timbre - 15 days

Target Course/Grade Level: 8

Unit Summary:

- Students will demonstrate knowledge and performance of a variety of textures and will produce a consistent and acceptable tone quality (timbre).
- The student will be able to recognize a musical phrase as a formal component.
- The student will be able to identify themes used to generate whole compositions.
- The student will be able to identify and define formal markings, e.g., repeat signs, first and second endings, da capo, dal segno.
- The student will be able to identify the basic structure of a march employing terms such as first strain, break strain, trio and dogfight.

The student will be able to trace themes or motives as they recur in a piece.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape



meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **21<sup>st</sup> Century Themes:**

Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

Standard 9.2

- Career Awareness, Exploration and Preparation

Standard 9.3

Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

## **Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

## **Technology Standards**



8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

C. Design: The design process is a systematic approach to solving problems.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

9.2 Career Awareness, Exploration, and Preparation

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a



career.

## Learning Targets

**1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

	Cumulative Progress Indicator (CPI)
1.1.8.B.1	<p><i>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p><b>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</b></p>
1.1.8.B.2	<p><i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p><b>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</b></p>

**Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**



<p><b>1.2.8.A.1</b></p>	<p><i>Technological changes have and will continue to substantially influence the development and nature of the arts.</i></p> <p><b>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</b></p>
<p><b>1.2.8.A.2</b></p>	<p><i>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</i></p> <p><b>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p>
<p><b>1.2.8.A.3</b></p>	<p><i>The arts reflect cultural mores and personal aesthetics throughout the ages.</i></p> <p><b>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</b></p>

**Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand B. Music**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

<p><b>1.3.8.B.1</b></p>	<p><i>Western, non-Western, and avantgarde notation systems have distinctly different characteristics.</i></p> <p><b>Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation.</b></p>
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<b>1.3.8.B.2</b>	<p><i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p><b>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</b></p>
<b>1.3.8.B.3</b>	<p><i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p><b>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</b></p>

<b>1.3.8.B.4</b>	<p><i>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</i></p> <p><b>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</b></p>
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**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

CPI #	Cumulative Progress Indicator (CPI)
	<i>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and</i>



<p><b>1.4.8.A.1</b></p>	<p><i>understanding of culturally specific art within</i></p> <p><b>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art historical contexts.</b></p>
<p><b>1.4.8.A.2</b></p>	<p><i>Art may be used for utilitarian and non-utilitarian purposes.</i></p> <p><b>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</b></p>
<p><b>1.4.8.A.3</b></p>	<p><i>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</i></p> <p><b>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p>
<p><b>1.4.8.A.4</b></p>	<p><i>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</i></p> <p><b>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</b></p>
<p><b>1.4.8.A.5</b></p>	<p><i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p><b>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.A.6</b></p>	<p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</b></p>



<p><b>1.4.8.A.7</b></p>	<p><i>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</i></p> <p><b>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</b></p>
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**Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. **Strand B. Critique Methodologies.**

**NOTE:** By the end of grade 8, all students demonstrate **COMPETENCY** in the following content knowledge and skills for their required area of specialization in **DANCE, MUSIC, THEATRE, or VISUAL ART..**

<p><b>1.4.8.B.1</b></p>	<p><i>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</i></p> <p><b>Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</b></p>
<p><b>1.4.8.B.2</b></p>	<p><i>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</i></p> <p><b>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.B.3</b></p>	<p><i>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</i></p> <p><b>Compare and contrast examples of archetypal subject matter in works</b></p>



of art from diverse cultural contexts and historical eras by writing critical essays.

<p>Unit <u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>• How do we integrate fundamentals into our rehearsals and performances?</li> <li>• What is the student's musical role? How is that role determined?</li> <li>• What are we listening for?</li> <li>• How do I produce a tone on my instrument?</li> <li>• How do I manipulate my sound to change it?</li> <li>• What standard varieties of sounds can I create on my instrument?</li> </ul>	<p>Unit Enduring Understandings Students will understand that...</p> <ul style="list-style-type: none"> <li>• Listening is the essential musical experience (hearing needs to be protected).</li> <li>• Listening and thinking critically are essential musical skills.</li> <li>• Musical fundamentals and elements are important to the study and performance of music.</li> <li>• Music creation/performance is an artistic process that can take many forms.</li> <li>• Knowing how your part fits into the whole is an important life skill.</li> </ul>
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ul style="list-style-type: none"> <li>• Air/wind concepts.</li> <li>• Supported sound.</li> <li>• Sound generation of woodwinds, brass, percussion and strings.</li> <li>• Overtones/Overtone Series.</li> <li>• Methods of altering tone quality without distortion.</li> <li>• Mutes, playing into the stand and echo chambers.</li> <li>• Mono, duo, poly – phonics.</li> </ul>	<p>Unit Objectives Students will be able to...</p> <ul style="list-style-type: none"> <li>• <b>Concert Band</b> - The student will be able to aurally and visually identify all instruments of the band or orchestra by family, including distinctions such as a single or double reed, pitched and non-pitched percussions.</li> <li>• <b>Symphonic Band</b> - The student will be able to aurally identify changes in timbre that are the result of changes in instrumentation.</li> <li>• <b>Symphonic Band</b> - The student will be able to discriminate between the tone colors native to the respective choirs of the band and orchestra.</li> <li>• <b>Wind Ensemble / Pinnacle</b>- The student will be able to analyze and describe the impact of the addition of an instrument or instruments to a given texture.</li> <li>• <b>Wind Ensemble / Pinnacle</b>- The student will be able to adjust</li> </ul>



	<p>individual tone quality to the size and tone color of the ensemble. (Blend)</p> <ul style="list-style-type: none"> <li>● <b>Wind Ensemble / Pinnacle</b> - The student will be able to identify textural devices,</li> <li>● <b>Wind Ensemble / Pinnacle</b>– The student will be able to demonstrate the ability to control and utilize timbre for expressive purposes.</li> <li>● <b>Wind Ensemble / Pinnacle</b>- The student will be able to develop tone color which blends with other instruments and sections of the ensemble.</li> <li>● <b>Wind Ensemble / Pinnacle</b> - The student will be able to discuss the textural quality of a piece in terms of the number and range of parts and voices.</li> <li>● <b>Wind Ensemble / Pinnacle</b> – The student will be able to identify combinations of instruments appropriate to create a mood, and event, or an idea.</li> </ul>
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<b>Evidence of Learning</b>
Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.
Suggested Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.
Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.
Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.
Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value. Some Options for Differentiation in Process include:



1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class's performance and then students' recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
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### *Special Education*

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
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### *Gifted and Talented*

- Students will be made managers of project groups
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Interventions for Students at Risk for Failure:

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- One on One Instruction
- Peer Buddies
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- Chunking Information

Students with 504's:

- Extended Time



- Flexible Grouping
- Small Group Instruction
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- Peer Buddies
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Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

## Unit Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #5 - Style - 15 days

Target Course/Grade Level: 8

Unit Summary:

- Students will perform music in a variety of styles.
- The student will be able to visually and aurally identify articulations that are staccato, legato, or slurred.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape



meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **21<sup>st</sup> Century Themes:**

Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

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- Career Awareness, Exploration and Preparation

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Sixteen 21st Century Life and Careers Career Clusters

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## **Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

## **Technology Standards**



8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

C. Design: The design process is a systematic approach to solving problems.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

9.2 Career Awareness, Exploration, and Preparation

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a



career.

## Learning Targets

**1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

	Cumulative Progress Indicator (CPI)
1.1.8.B.1	<p><i>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p><b>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</b></p>
1.1.8.B.2	<p><i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p><b>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</b></p>

**Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**



<p><b>1.2.8.A.1</b></p>	<p><i>Technological changes have and will continue to substantially influence the development and nature of the arts.</i></p> <p><b>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</b></p>
<p><b>1.2.8.A.2</b></p>	<p><i>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</i></p> <p><b>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p>
<p><b>1.2.8.A.3</b></p>	<p><i>The arts reflect cultural mores and personal aesthetics throughout the ages.</i></p> <p><b>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</b></p>

**Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand B. Music**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

<p><b>1.3.8.B.1</b></p>	<p><i>Western, non-Western, and avantgarde notation systems have distinctly different characteristics.</i></p> <p><b>Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation.</b></p>
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<b>1.3.8.B.2</b>	<p><i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p><b>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</b></p>
<b>1.3.8.B.3</b>	<p><i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p><b>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</b></p>

<b>1.3.8.B.4</b>	<p><i>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</i></p> <p><b>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</b></p>
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**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

CPI #	Cumulative Progress Indicator (CPI)
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<p><b>1.4.8.A.1</b></p>	<p><i>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within</i></p> <p><b>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art historical contexts.</b></p>
<p><b>1.4.8.A.2</b></p>	<p><i>Art may be used for utilitarian and non-utilitarian purposes.</i></p> <p><b>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</b></p>
<p><b>1.4.8.A.3</b></p>	<p><i>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</i></p> <p><b>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p>
<p><b>1.4.8.A.4</b></p>	<p><i>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</i></p> <p><b>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</b></p>
<p><b>1.4.8.A.5</b></p>	<p><i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p><b>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.A.6</b></p>	<p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between "traditional" works of art and those that do not</b></p>



	use conventional elements of style to express new ideas.
<b>1.4.8.A.7</b>	<p><i>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</i></p> <p><b>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</b></p>

**Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand B. Critique Methodologies.

**NOTE:** By the end of grade 8, all students demonstrate **COMPETENCY** in the following content knowledge and skills for their required area of specialization in **DANCE, MUSIC, THEATRE, or VISUAL ART..**

<b>1.4.8.B.1</b>	<p><i>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</i></p> <p><b>Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</b></p>
<b>1.4.8.B.2</b>	<p><i>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</i></p> <p><b>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</b></p>
<b>1.4.8.B.3</b>	<p><i>Universal elements of art and principles of design apply equally to artwork</i></p>



*across cultures and historical eras.*

**Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.**

Unit Essential Questions

- What are we listening for?
- How do I manipulate my sound to change it?
- What is the student's musical role?
- How is that role determined?
- What are musical fundamentals?
- How do we integrate fundamentals into our rehearsals and performances?

Unit Enduring Understandings  
*Students will understand that...*

- Listening is the essential musical experience (hearing needs to be protected).
- Listening and thinking critically are essential musical skills.
- Knowing how your part fits into the whole is an important life skill.
- Musical fundamentals and elements are important to the study and performance of music.

Unit Objectives

*Through class time, rehearsals, and weekly lessons, students will know...*

- Musical performances should contain a variety of styles.
- How to plan a performance
- Marcato, tenuto, slurred, staccato, etc.
- Historical accuracy in performance, jazz/swing, march tempos, styles, other performance practices, etc.
- Concert etiquette

Unit Objectives

*Students will be able to...*

- **Concert Band-** The student will be able to describe common articulation marks and how they affect the length of tones, the connection of tones, and attack and release.
- **Concert Band-** The student will be able to prepare for rehearsing or performing a piece by examining the score to determine how it should be played.
- **Symphonic Band** - The student will be able to aurally differentiate among trill, tremolo, and vibrato.
- **Symphonic Band-** The student will be able to differentiate among the styles of instrumental music of respective historical periods in terms of tempo, tone, instrumentation, and dynamics.
- **Wind Ensemble / Pinnacle** - The student will be able to compare how particular musical components, e.g.,



	<p>rhythm, dynamics, are used in works representing different historical periods at a Middle School Level of Proficiency.</p> <ul style="list-style-type: none"> <li>● <b>Wind Ensemble / Pinnacle-</b> The student will be able to identify certain stylistic tendencies in all component categories as being characteristic of a given nationality or historical period at a Middle School Level of Proficiency.</li> <li>● <b>Advanced / Enrichment-</b> The student will be able to evaluate a performance of a composer's work for stylistic and interpretive authenticity.</li> </ul>
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## Evidence of Learning

**Formative Assessments:** Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.

**Suggested Summative Assessments:** Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.

**Benchmark Assessments:** Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.

**Alternative Assessments:** Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

**Suggested Differentiation:** Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class's performance and then students' recommend corrections.



5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Students with 504's:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information



Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

## Unit Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #6 -Technical Objectives - 15 days

Target Course/Grade Level: 8

Unit Summary:

- Students will be able to perform a variety of musical techniques while maintaining their instrument and measuring their personal and ensemble successes.
- The student will demonstrate appropriate marching band skills - various formations, the ability to march in time and other corps-style commands.
- Percussionists will prepare rudiments appropriate to the music being prepared.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs,



and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## **21<sup>st</sup> Century Themes:**

Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

Standard 9.2

- Career Awareness, Exploration and Preparation

Standard 9.3

Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

## **Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

## **Technology Standards**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.



- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

## 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.
- B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.
- C. Design: The design process is a systematic approach to solving problems.
- D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
- E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

## 9.2 Career Awareness, Exploration, and Preparation

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## Learning Targets



**1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

	Cumulative Progress Indicator (CPI)
<b>1.1.8.B.1</b>	<p><i>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p><b>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</b></p>
<b>1.1.8.B.2</b>	<p><i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p><b>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</b></p>

**Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

<b>1.2.8.A.1</b>	<i>Technological changes have and will continue to substantially influence the</i>
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	<p><i>development and nature of the arts.</i></p> <p><b>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</b></p>
1.2.8.A.2	<p><i>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</i></p> <p><b>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p>
1.2.8.A.3	<p><i>The arts reflect cultural mores and personal aesthetics throughout the ages.</i></p> <p><b>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</b></p>

**Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand B. Music**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

1.3.8.B.1	<p><i>Western, non-Western, and avantgarde notation systems have distinctly different characteristics.</i></p> <p><b>Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation.</b></p>
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<p><b>1.3.8.B.2</b></p>	<p><i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p><b>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</b></p>
<p><b>1.3.8.B.3</b></p>	<p><i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p><b>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</b></p>

<p><b>1.3.8.B.4</b></p>	<p><i>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</i></p> <p><b>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</b></p>
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**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

<p>CPI #</p>	<p>Cumulative Progress Indicator (CPI)</p>
	<p><i>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and</i></p>



<p><b>1.4.8.A.1</b></p>	<p><i>understanding of culturally specific art within</i></p> <p><b>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art historical contexts.</b></p>
<p><b>1.4.8.A.2</b></p>	<p><i>Art may be used for utilitarian and non-utilitarian purposes.</i></p> <p><b>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</b></p>
<p><b>1.4.8.A.3</b></p>	<p><i>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</i></p> <p><b>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p>
<p><b>1.4.8.A.4</b></p>	<p><i>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</i></p> <p><b>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</b></p>
<p><b>1.4.8.A.5</b></p>	<p><i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p><b>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.A.6</b></p>	<p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</b></p>



<p><b>1.4.8.A.7</b></p>	<p><i>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</i></p> <p><b>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</b></p>
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**Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. **Strand B. Critique Methodologies.**

**NOTE:** By the end of grade 8, all students demonstrate **COMPETENCY** in the following content knowledge and skills for their required area of specialization in **DANCE, MUSIC, THEATRE, or VISUAL ART..**

<p><b>1.4.8.B.1</b></p>	<p><i>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</i></p> <p><b>Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</b></p>
<p><b>1.4.8.B.2</b></p>	<p><i>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</i></p> <p><b>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.B.3</b></p>	<p><i>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</i></p> <p><b>Compare and contrast examples of archetypal subject matter in works</b></p>



	of art from diverse cultural contexts and historical eras by writing critical essays.
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<p>Unit <u>Essential Questions</u></p> <ul style="list-style-type: none"> <li>● What are we listening for?</li> <li>● What sounds good? Bad?</li> <li>● How do we define and measure success?</li> <li>● How do we critique ourselves in order to improve?</li> <li>● How do I maintain my instrument? Long term? Short term?</li> <li>● What is proper decorum as a performer? As an audience member?</li> <li>● Where can I find out information on performances?</li> </ul>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Listening is the essential musical experience (hearing needs to be protected).</li> <li>● Listening and thinking critically are essential musical skills.</li> <li>● Music fundamentals (scales, arpeggios, articulation studies, rudiments, etc) are important to the study and performance of music.</li> <li>● Commitment to a group or activity is critical to success.</li> <li>● Performances are showcases for what was rehearsed.</li> <li>● Success can be measured in many ways.</li> <li>● Maintenance of your body and/or instrument is important to success in life/music.</li> <li>● Performance etiquette and demeanor as a performer and as an audience member are important to successful music making.</li> </ul>
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ul style="list-style-type: none"> <li>● Scales, articulations, dynamics and other musical elements combine in this arena.</li> <li>● Individual practice concepts.</li> <li>● Importance of instrument care and upkeep.</li> <li>● Importance of posted schedules.</li> <li>● Coordination of schedules.</li> <li>● Planning excused absences.</li> <li>● Proper stage decorum and protocol..</li> <li>● Proper football game decorum and</li> </ul>	<p>Unit Objectives <i>Students will be able to...</i></p> <p><i>Scales differentiated. Major scale begins on the tonic note starting on a quarter note followed by 6 eighth notes and a quarter, then descends using the identical rhythm. Chromatic scale is all eighth notes, slurred, ascending and descending.</i></p> <ul style="list-style-type: none"> <li>● <b>Concert Band</b>– Bb Concert one octave (and natural minor)</li> <li>● The student will be able to represent the band in a positive manner at all concerts and required performances.</li> </ul>



<p><i>protocol.</i></p> <ul style="list-style-type: none"> <li>• <i>Appropriate audience etiquette.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The student will demonstrate their cumulative knowledge of concepts learned through required performances, which are mostly scheduled outside of school hours. It is understood that there will be required rehearsals held prior to these performances, which also may occur outside of school hours.</i></li> <li>• <b>Symphonic Band</b>– <i>Bb, Eb, and F Concert one octave (and natural minor)</i></li> <li>• <i>The student will be able to perform phrases with musical shaping in the context of the total section, movement or piece.</i></li> <li>• <i>The student will be able to define all tempo, dynamic, and other expressive markings encountered in scores being studied.</i></li> <li>• <i>The student will be able to follow individual part while listening with a full score in hand.</i></li> <li>• <b>Wind Ensemble</b>– <i>Ab, Bb, C, Eb, F Concert one octave (and natural minor) and a one octave chromatic scale.</i></li> <li>• <i>Percussionists will be able to perform controlled tympani or mallet roll, snare drum rudiments and other rudiments from the PAS.</i></li> <li>• <i>The student will be able to perform phrases with musical shaping in the context of the total section, movement or piece.</i></li> <li>• <i>The student will be able to define all tempo, dynamic, and other expressive markings encountered in part being studied.</i></li> <li>• <i>The student will be able to follow individual part while listening to a full band recording.</i></li> </ul>
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**Evidence of Learning**



Formative Assessments: Participation in classroom performance and rehearsal activities.

Suggested Summative Assessments: Creation of an event that highlights multiple pathways, a comparative document of Arts careers and their lifestyle/learning gateway requirements. Participation in parades, concerts, football games, and other band related activities.

Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

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1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

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- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

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- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions



*Gifted and Talented*

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Students with 504's:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

## Unit Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #7 Grade 8 Enrichment: 45 Days

Target Course/Grade Level: 8

Unit Summary: Eighth grade students are given a quarter of music study more than their 6th and 7th grade counterparts. During that study, they cover a wide range of topics that prepare them to participate in the high school program and improve their leadership abilities in the intermediate ensemble.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the



history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**21<sup>st</sup> Century Themes:**

Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

Standard 9.2

- Career Awareness, Exploration and Preparation

Standard 9.3

Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science,



Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

## **Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Technology Standards**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.
- B. Technology and Society: Knowledge and understanding of human, cultural and



societal values are fundamental when designing technological systems and products in the global society.

C. Design: The design process is a systematic approach to solving problems.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

## 9.2 Career Awareness, Exploration, and Preparation

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Learning Targets

**1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.**

**NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate COMPETENCY in the following content knowledge and skills.**

	Cumulative Progress Indicator (CPI)
1.1.8.B.1	<p><i>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p><b>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</b></p>



<p><b>1.1.8.B.2</b></p>	<p><i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p><b>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</b></p>
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**Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

<p><b>1.2.8.A.1</b></p>	<p><i>Technological changes have and will continue to substantially influence the development and nature of the arts.</i></p> <p><b>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</b></p>
<p><b>1.2.8.A.2</b></p>	<p><i>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</i></p> <p><b>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</b></p>
<p><b>1.2.8.A.3</b></p>	<p><i>The arts reflect cultural mores and personal aesthetics throughout the ages.</i></p> <p><b>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</b></p>



**Standard 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand B. Music

**NOTE:** By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate **COMPETENCY** in the following content knowledge and skills.

<p><b>1.3.8.B.1</b></p>	<p><i>Western, non-Western, and avantgarde notation systems have distinctly different characteristics.</i></p> <p><b>Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation.</b></p>
<p><b>1.3.8.B.2</b></p>	<p><i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p><b>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</b></p>
<p><b>1.3.8.B.3</b></p>	<p><i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p><b>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</b></p>
<p><b>1.3.8.B.4</b></p>	<p><i>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</i></p> <p><b>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</b></p>



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**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.**

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.A.1	<p><i>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within</i></p> <p><b>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art historical contexts.</b></p>
1.4.8.A.2	<p><i>Art may be used for utilitarian and non-utilitarian purposes.</i></p> <p><b>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</b></p>
1.4.8.A.3	<p><i>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</i></p> <p><b>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</b></p>
1.4.8.A.4	<p><i>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</i></p> <p><b>Compare and contrast changes in the accepted meanings of known</b></p>



	artworks over time, given shifts in societal norms, beliefs, or values.
<b>1.4.8.A.5</b>	<p><i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p><b>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</b></p>
<b>1.4.8.A.6</b>	<p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</b></p>
<b>1.4.8.A.7</b>	<p><i>Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</i></p> <p><b>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</b></p>

**Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand B. Critique Methodologies.**

**NOTE: By the end of grade 8, all students demonstrate COMPETENCY in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART..**



<p><b>1.4.8.B.1</b></p>	<p><i>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</i></p> <p><b>Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</b></p>
<p><b>1.4.8.B.2</b></p>	<p><i>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</i></p> <p><b>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</b></p>
<p><b>1.4.8.B.3</b></p>	<p><i>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</i></p> <p><b>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</b></p> <p><i>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</i></p> <p><b>Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</b></p>

<p>Unit <a href="#">Essential Questions</a></p> <ul style="list-style-type: none"> <li>• What are the essential scales for my instrument, and how can I use them to improvise?</li> <li>• How can my practice improve my tone and my intonation?</li> <li>• How is my instrument constructed and</li> </ul>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• It is important to help your fellow musicians in order to build a sense of ensemble.</li> <li>• Maintenance of your instrument is essential component of making</li> </ul>
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<p>how can I keep it well maintained?</p> <ul style="list-style-type: none"> <li>• In what ways can I provide leadership for the band to improve our camaraderie for the good of the ensemble?</li> </ul>	<p>beautiful music.</p> <ul style="list-style-type: none"> <li>• Fundamental skills such as sight-reading, improvisation, and practice technique help in making a well-rounded musician.</li> </ul>
<p><b>Unit Objectives</b> <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ul style="list-style-type: none"> <li>• Proper methods for successful rhythmic and melodic improvisation on their instrument.</li> <li>• Further exploration and improvement of their scale technique.</li> <li>• The basics of traditional notation.</li> <li>• Basic care and maintenance for their instrument.</li> <li>• Techniques for leadership and the positive interaction with their classmates.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <p><b>Melody and Ear Training (Winds):</b></p> <p>Grade Eight: exercises (etudes), band literature, scales, duets and trios in the keys of concert Bb, F, Eb, C, Ab, and G Major and g, d, c, e, and a minor; scales from memory in two octaves up to three sharps and three flats and a one octave chromatic scale; dynamics levels of pp to ff; articulation of a given piece of music with a reasonable amount of accuracy; sight reading of level (1,2,3) literature.</p> <ul style="list-style-type: none"> <li>• Take care of and provide basic repair of their instrument.</li> <li>• Perform 8th grade appropriate scales, etudes, sight-reading examples, and drills with good tone and intonation.</li> <li>• Provide a positive model for younger students in their performing ensemble.</li> </ul>

<b>Evidence of Learning</b>
Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.
Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.
Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established,



benchmarks assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

6. Listen to the piece of music being performed while following along with the notation.
7. Sight-read the music without hearing it in advance and without expectations on the sound.
8. Listen to different performances of the work online and compare interpretations.
9. Record and critique the class's performance and then students' recommend corrections.
10. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

4. Using varied repertoire of several styles to highlight the same musical idea.
5. Introduce student improvisation using a musical concept in a piece or warm-up.
6. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

### *English Language Learners*

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

### *Special Education*

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

### *Gifted and Talented*

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities



Interventions for Students at Risk for Failure:

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Teacher Notes: